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ABSTRACT

As part of an evaluation of the Community College Program of the United Ministries in Higher Education (UMHE), this study surveyed 323 pastors in local churches to determine: (1) local congregations' interest or involvement in working with community colleges; (2) a baseline against which to measure further involvement of the church with the community college movement; (3) local church relationships with the community colleges; (4) the acceptance of community college goals by members of the church; and (5) the impact of the program in encouraging congregation/college involvement. Questionnaires were returned by 258 pastors. Findings of the survey include: while pastors were aware of the existence of a community college serving their constituencies, they lacked detailed knowledge of the school, its mission, and its resources; sources of awareness of the college included both church-related sources and the college itself; most college/church interaction seemed to be related to activities of congregation members attending the college; congregations expressed dissatisfaction with community college ministry; church members of 75% of the pastors attended community colleges; more pastors had contacts with the college through its office of community services than through its office of student services. Data tables and the survey instrument are appended. (MB)

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INTERSECT

Church and Community College

A Research Report Prepared for
United Ministries in Higher Education
Community College Program
by

Earl Lowell
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October 1978

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CHAPTER 1

INTRODUCTION

The Community College Program of United Ministries in Higher Education (UMHE) has been engaged for more than four years in a variety of projects and activities designed to foster in congregations a commitment to join forces with community colleges in responding to human needs. It has been assumed that: (1) congregations that are committed to mission to society will discover natural allies in community colleges; and (2) through the proper encouragement and facilitation, local congregations can be helped to interact more effectively with community colleges.

The Community College Program has been one of four national programs of UMHE, the national ecumenical agency for the following denominations:

1. The American Baptist Churches in the U.S.A.
2. Church of the Brethren
3. Christian Church (Disciples of Christ)
4. Moravian Church in America
5. Presbyterian Church in the U.S.
6. Protestant Episcopal Church
7. United Church of Christ
8. United Methodist Church
9. United Presbyterian Church in the U.S.A.

The staff team responsible for developing the Community College Program has included three persons assigned to UMHE from supporting denominations, plus two adjunct staff. A major thrust of the program has been to involve congregations in ministry with community colleges.

This has been a high priority program for UMHE, and thus a good proportion of budget and staff time has been allocated to it. But, no effort has heretofore been made to gather hard data to assess either the assumption that churches and community colleges just naturally were interested in interacting, or the impact of the program itself on congregations. Therefore, as plans were made in 1976-77 for a major evaluation of the Community College Program, the UMHE Policy Board requested that a survey be conducted to determine local congregations' involvement or interest in working with the community college. It is such information which this study was designed to gather.

PURPOSE OF THE STUDY

The purposes of this study were:

1. To determine local congregations' interest or involvement in working with community colleges;
2. To establish a baseline against which to measure future involvement of the church with the community college movement in light of UMHE Community College Program in the expectation of a 5-10 year longitudinal study;
3. To obtain descriptive data on local church relationships with the community college;
4. To test the acceptance of the concepts relative to goals and strategies for community service and mutual resourcing developed by the community college staff team;
5. To evaluate the impact of the program; and
6. To obtain information and advice relative to programmatic changes.

RESEARCH QUESTIONS

In the absence of any objective data, it was decided not to formulate predictive hypotheses. It was not possible to anticipate findings on the basis of previous data, since no studies of this type have been conducted before. Therefore, two classes of specific research questions were formulated to guide the research: (1) descriptive questions relating to community college/church interrelationships and (2) questions pertaining to evaluation of the impact of UMHE programs.

Descriptive Questions

1. Are ministers and local congregations aware of the community college?

2. If they do have some awareness, then how much awareness do they have and at what depth?

A. What is the extent of their knowledge of the mission of the community college? Do they know how community colleges educate and serve the people in their district?

B. Are they aware of, and/or do they use, the community college as a resource for carrying out the local church's ministry?

3. If they have some awareness of the existence of the community college, and some knowledge of the nature of its programs, then how did they achieve that awareness?

A. Did they get their knowledge from outreach from the community college itself?

B. From UMHE resource material? From other ministers? From professional facilitators such as campus ministers, or denominational staff?

4. Do local congregations interact with community colleges?

A. What do they do if they interact?

B. What kinds of programs and/or relationships are they involved in through their interaction?

C. To what extent or depth are they interacting?

5. If they interact, how satisfied are pastors and churches with this aspect of their work?

A. Do they see this work as supporting their ministry and the church's mission or do they see it as simply another burden on their already heavy schedules?

B. Do they see potential, but want to be more satisfied, for example, in knowing better strategies for carrying out their involvement with the community college?

6. Have changes occurred in the churches' relationships with the community college?

A. Was there a time (for example, five years ago) when their involvement with the community college was greater or less than presently?

B. If their relationship with the community college is different now than it was in the past what caused this difference?

Evaluation Questions

1. Do local ministers and/or congregations know of UMHE concepts with regard to mission with the community college?

2. Do they perceive UMHE to be effective in encouraging church/community college collaboration in meeting human needs?

3. Have ministers and/or congregations been assisted in this aspect of their ministry by outside professionals, for example, campus ministers, denominational staff, UMHE regional personnel?

A. If they have been assisted, do they perceive this "assistance" to have been useful to them in developing ministry with the community college?

4. Are ministers and/or congregations aware of various UMHE resources developed to enable their ministry with the community college? Have they used any of them?

A. If so, have they found them helpful?

5. Have judicatory or area denominational staff played any role in helping congregations to develop ministry with community colleges? What role have they played? Have they been a positive stimulus to congregations?

6. Do local ministers and/or congregations perceive themselves to have needs for this aspect of their ministry which could be met through UMHE? Do they have any suggestions for this ministry which UMHE should be aware of as it plans its future directions?

METHODS AND PROCEDURES

In order to investigate these research questions it was decided to create a research team which would have responsibilities for: (1) designing a questionnaire instrument; (2) drawing a sample of churches which would be representative of the nine denominations in UMHE; (3) administering the questionnaire to the pastors of the sample churches; (4) conducting follow-up interviews with selected respondents; (5) an-

alyzing the data; (6) presenting the findings; and (7) drawing conclusions from the findings and making recommendations based on them.

Consequently, a research team was composed in the following manner. Earl Lowell, a community college administrator, and Mark Rutledge, a campus minister, both of whom serve also as adjunct members of the Community College Program staff team, were assigned primary responsibility for developing the survey. Joe Pecenka, Professor of Management at Northern Illinois University, was commissioned as a consultant to advise and participate in the overall design and implementation of the study. Together this team carried out the study.[1]

This study was designed to be exploratory in nature, since no previous studies of this type have been conducted. It is hoped that the results will provide a data base against which to measure future longitudinal studies, as well as a background for developing hypotheses and further research.

The rest of this section describes the construction of the questionnaire, the selection of the sample, the administration of the questionnaire, the follow-up interviews, and the methods used for analysis of the data.

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[1]Michael Bland was also hired as a full-time research assistant to carry out selected administrative and computer-oriented responsibilities.

The authors also gratefully acknowledge the assistance of Tamara Hibbs, who helped with the keypunching and typing, and Cooky Ikeler, who typed the final manuscript.

Construction of the Questionnaire

A series of steps was carried out in formulating the final questionnaire as follows:

1. Starting with the research questions a First Draft Questionnaire was submitted for critique to several professionals on research and the sociology of religion. Comments and critiques were received from Dr. Roger Irle, Associate Professor of Sociology at Central University of Iowa; Dr. John Esseks, Associate Professor of Political Science at Northern Illinois University; and Dr. Everett Perry, a staff member of the Bureau of Research for the United Presbyterian Church, U.S.A. The questionnaire was revised on the basis of the combined critiques, and a Second Draft was formulated.

2. This Second Draft was administered as a First Pilot Survey to 30 pastors selected randomly from central Illinois rosters of the United Presbyterian Church, the United Church of Christ, and the Christian Church (Disciples of Christ). This generated questions from the respondents and highlighted ambiguities, weak questions and structural flaws. This information was drawn upon in revising the questionnaire, and a Third Draft was constructed.

3. A Second Pilot Survey was then conducted among 30 additional pastors selected randomly from the same denominational rosters used in the First Pilot Survey. Further revisions were made on the basis of responses derived from this pilot, and a Fourth Draft Questionnaire was constructed.

4. This draft was submitted to the full Community College Program staff team for reaction and feedback. On the basis of these additional

responses further modifications were included and a Fifth Draft (final) was constructed, (See Appendix A).

Selection of the Sample

Sample Size. It was determined that a sample size of 323 would be sufficiently large, if selected randomly, to allow for generalizations to be made regarding the total population of churches in the nine denominations participating in UMHE. There are 76,000 local churches making up these denominations. A sample size of 138 would be sufficient, given this population size, allowing for a plus or minus 5% tolerance error (Mandel, 1965). The final, much larger sample figure was chosen in order: (1) to allow for attrition over time relative to longitudinal data, (2) to make allowances for the fact that not every case selected would fall within a community college district, (3) to maintain proportionality among the denominations included in the survey, and (4) to provide sufficient "replacement" subjects for deceased pastors, extinct churches, etc.

Stratification of Sample. The proportion of each denomination's churches to the total was calculated, and the following percentages were determined:

United Methodist Church 51%

United Presbyterian Church, U.S.A. 11%

Protestant Episcopal Church 9%

United Church of Christ 8.7%

American Baptist Churches in the U.S.A. 7.7%

Christian Church (Disciples of Christ). 6.1%

Presbyterian Church in the U.S. 5.5%

Church of the Brethren.	1%
Moravian Church in America.	.03%
Total	100.03%

The sample was then drawn so that it would reflect the above national proportions. Stratifying the sample this way does not allow for generalizations to be made to particular denominations, but only to the total sample representing the UMHE constituency.

Randomization. Given the sizes of the population and sample a set of random numbers was generated to determine each specific church to be included in the sample. The physical problems involved in gaining access to a complete set of up-to-date denominational rosters, along with needed information including church name, address, name of pastor, and phone number, were enormous. However, the special assistance of the Rev. Walt Graig was obtained, and he was commissioned to visit national church council offices in New York City in order to secure the names of the churches.

Administration of the Questionnaire

In early February, 1978 the questionnaires were mailed to the sample of 323 local churches, with a cover letter asking the pastor to respond (See Appendix B). Four weeks following this mailing, a second letter was sent to those not responding, indicating the importance of their response to the study, again requesting their participation (See Appendix C). Four weeks after this request, a third letter was mailed to those still not responding, along with a second copy of the questionnaire, indicating that in their busy schedule they may have lost the original one, again requesting their cooperation (See Appendix D).

The response rate was 80%, which the authors consider to be unusually high for studies of this type. This may in part have been due to the rather persistent methodology of asking for participation, and in part due to the fact that the subject matter of the questionnaire appeared in trinsically interesting and/or important to the respondents.

Responses. Of the 323 questionnaires mailed out, 258 (80%) were returned. This number (258) includes 28 respondents who did not supply any information but who did respond in a variety of other ways as follows:

1. by stating that they did not wish to participate in the study;

2. by indicating that while they wished to help, they had no information of the type requested;

3. by indicating that they were not within the area of either a two or a four year college or university;

4. by returning a blank questionnaire without additional comment.

Thus, there were 230 usable responses. Of those, 80 were from those indicating that there was no community college within their parish area, but that there was a four year school in the area on the basis of which they completed the questionnaire.

There were 150 responses which indicated answers on the basis of a community college in the area. This number (150) exceeds that of 138 necessary for a 5% tolerance error in analyzing the results, thus the original selection of the sample size seems justified. It should be further noted that while some of the numbers reported in the study are relatively small, in terms of statistical inference they do represent the total population because of the way in which the sample was chosen.[2]

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[2]Per Dr. Peter D. Abrams, Professor, Educational Leadership and Policy Studies, Northern Illinois University, DeKalb, Illinois.

Analyses of the data were completed for all 258 responses separately; for the 80 responses relative only to the four year schools separately; and for the 150 community college responses separately. This report is concerned only with those responses relative to the community college.

Follow-up Interviews

Twelve (8%) of those responding relative to the community college indicated that they had received some communication or help from UMHE. It was decided to follow up these cases for additional information, particularly with regard to the cluster of research questions pertaining to evaluation of the impact of the UMHE Community College Program. Thus, an interview questionnaire was constructed (See Appendix E) and telephone interviews were conducted with all 12 respondents. The results of these interviews are summarized in Chapter 6.

Analysis of the Data

Conversion of response data to computer input using the Statistical Package for the Social Sciences (SPSS),[3] was followed with the following kinds of analyses:

1. Simple frequency distributions of all responses in both tabular and graphic form, giving the following statistics:

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[3]Nie, N., Hull, C., Jenkins, J., Steinbrenner, K., Bent, D., Statistical Package for the Social Sciences, 2nd Edition, McGraw-Hill, New York, 1975.

a) Mean
b) Mode
c) Kurtosis
d) Standard Error
e) Standard Deviation
f) Skewness
g) Median
h) Variance
i) Range

2. Where research questions called for relationships among answers to different questions the responses were displayed in crosstabular form, yielding Chi Square values of statistical significance of those relationships.

3. Where the concern was for the relationship between position on some dimension and position on some other dimension, the responses were correlated, looking for statistical significance. Scattergrams were also developed to determine if there were any visually discernible trends or divergences.

4. Subjective analysis, especially telephone interviews, and categorization of open-ended responses.

CHAPTER 2

STUDY FINDINGS: DESCRIPTIVE QUESTIONS

This chapter presents the findings relative to the descriptive research questions, based on data from the 150 respondents returning the questionnaire who indicated that there was a community college serving their church constituency. Descriptive data are reported as frequencies and percentages for questionnaire items corresponding to the research questions. The figures are based on the number of pastors who responded to each item.

1--Awareness of College

With regard to the question of whether or not ministers and local congregations are aware of the community college, all 150 pastors responding to this item indicated that they were aware that there was a community college serving their constituency, and all but four of these were aware of the distance between their church and the college. However, when asked how old the college was there were 40 (27%) who indicated they did not know or left this item blank. Thus, it can be inferred that more pastors are aware of the existence of a nearby college than possess more detailed information about it. It may be typical of pastors to have a general awareness of the community college, and so the next research question attempted to elicit the degree of awareness that they have.

2--Degree of Awareness

This question asked how much awareness pastors and congregations had of the community college, and at what depth. When asked to indicate the degree of their personal awareness, the following data emerged:

a. 3 pastors (2%) said that they were unaware of its presence;

b. 51 (34%) said they were aware of its presence;

c. 38 (25.3%) indicated they were aware of the college's programs;

d. 31 (20.7%) said they were aware of the impact of its programs;

e. 22 (14.7%) said that they were involved in some aspect of its programs.

Relative to this same cluster of questions, the pastors perceived their congregations' degree of awareness to be as follows:

a. 3 pastors (2%) said they were unaware of college's presence;

b. 64 (42.7%) said they were aware of its presence;

c. 34 (22.7%) said they were aware of its programs;

d. 14 (9.3%) said they were aware of the impact of its programs;

e. 31 (20.7%) said they were involved with some aspect of its programs.

2A. College's Mission. This question asked about the extent of the respondent's knowledge of the college's mission, and if they knew how the college educated and served the people in its district. Three items attempted to elicit data pertinent to this issue as follows:

1. When asked if there was an office of student services at the college, 52 pastors (34.7%) said yes; 1 (.7%) said no; but the majority of

91 (60.7%) said they did not know. This indicates a fairly high degree of ignorance about one key aspect of the community college's mission.

2. When asked if there was an office of community services and/or education at the college, a similar pattern emerged: 50 pastors (33.5%) said yes; 3 (2%) said no; and 87 (58%) said they did not know. This is a significant "knowledge gap" given the assumption that one of the community college's primary missions is to develop programs of community service.

3. When asked if religion was taught at the community college, 44 pastors (29.3%) answered yes; 27 (18%) answered no; and 72 (48%) said that they did not know. Unawareness in this particular area is unusually pronounced in that it is one in which their natural interests might normally be expected to lead to a higher degree of awareness than others. Yet it is interesting that almost half are unaware of even this area.

2B. College as Resource. In the question asking if the pastors were aware of or used the community college as a resource for carrying out the local church's ministry, two items attempted to elicit data pertinent to this question:

1. When asked if the college provided resources which support the church's mission, 8 pastors (5.3%) indicated that it did provide such resources through individuals; 7 (4.7%) that it did so through programs; 4 (2.7%) that it did so through both individuals and programs; and 2 (1.3%) that it did so through individuals and directly. This is a small minority of respondents indicating church utilization of college resources when compared with the 129 (86%) indicating no provision of such resources or not responding to this issue. Thus it appears that a large majority

of pastors do not perceive the college providing resources supportive of the church's ministry.

2. When asked if their church and the college cooperated to provide services for people in their communities, a fairly similar pattern emerged. Only 19 pastors (12.7%) indicated that such cooperation occurred, while 110 (73.3%) indicated that it did not, and 21 (14%) indicated either no cooperation or did not respond to this question. Thus, on a dimension which is central to the goal of the United Ministries in Higher Education (UMHE) Community College Program, it appears that a substantial majority of pastors do not perceive themselves to be interacting with the college in order to meet the needs of persons in their community.

3--Sources of Awareness

With regard to how those pastors who had some awareness of the college achieved their awareness, two items elicited data. The first concerned the college itself as a contributor to the pastor's awareness. The second concerned various church-related sources as contributors to their awareness. The data relative to these two questions is as follows:

3A. College As Source of Awareness. Announcements of course offerings was ranked first by 38 pastors (25.3%), which was the highest frequency for all sources of awareness. Newspaper stories about the college was the second highest contributor, as indicated by 27 pastors (18%). Public relations flyers were rated first by 14 pastors (9.3%), and college ads in newspapers by 8 (5.3%). The two lowest contributors were the college catalogue, with 3 responses (2%) and 2 responses for TV and radio announcements (1.3%). Other college-related sources of the pastor's aware-

ness were staff or student personal contacts (12 or 8%) and attendance at the college by the respondents or others related to them (10 or 6.7%).

3B. Church-related Sources of Awareness. By far the most frequently 1st ranked church-related source of awareness of the community college was members of the pastor's congregation, which was so ranked by 63 pastors (42%). The next rated source of awareness, the campus minister, was highest for only nine pastors (6%). Other first-rated contributors to awareness were other ministers or clergy associations (5 or 3.3%), UMHE (3 or 2%), church judicatory literature (3 or 2%), and other congregations (1 or .7%).

4--Church/College Interaction

This question asked whether or not local churches and community colleges interact with each other as perceived by the reporting pastor. A variety of dimensions of this question were built into the survey questionnaire, which resulted in 15 items for which data were collected. One dimension of this question concerned church-college relationships and programs based on the fact that church members are related in some way to the college. This cluster of items resulted in the following fingings:

1. Thirty-four pastors (22.6%) reported that members of their congregations were faculty members at the community college, the number of faculty ranging from 15 for one church to 1 each for 24 churches.

2. Twenty-six pastors (17.3%) reported that members of their congregations were staff members at the community college, the number of staff ranging from 14 for one church, to 1 each for 19 churches.

3. The respondent pastors reported that members of their congregations were related to the community college in a variety of other ways as follows:

a. three reported that members were involved with the community college as volunteer counselors;

b. nine reported that their members were involved as members of a college advisory committee;

c. seven reported that congregation members were serving as trustees or board members of the college;

d. twenty-one reported that congregation members were involved in a variety of other ways with the college.

4. Ten pastors reported that they had worked with faculty or staff in developing some kind of program or ministry with the college.

5. Eighty-four pastors reported that they had worked with others in developing some kind of program or ministry with the college.

6. Reflecting the national trend toward the establishment of community colleges, 107 pastors (71.3%) indicated that members of their congregations attended the local community college. This finding lends some support to the concept supported by UMHE that nearly every local congregation is in some sense now a college-related church, and that nearly every local pastor should be a "college pastor." Whether this concept is shared by the pastors is unclear from the data.

7. Relative to the above fact that a high proportion of churches have community college students in their membership, pastors report that they have worked with these students in the following ways:

a. seventy (46.6%) reported that they provided services that were in some way related to the fact that members of their congregations were students at the community college;

b. forty (26.6%) reported that they worked with the student members of their congregations to develop special programs related to the college;

c. one hundred and nine (72.5%) reported that they worked with the student members of their congregations to involve them directly in their church's programs.

4A. Other Kinds of Interaction. Another cluster of items designed to elicit information as to what kinds of programs pastors and churches are involved in through their interaction with the college resulted in the following data:

1. Eight pastors (5%) indicated that they had contacts with the college through its office of student services and counseling. Of these pastors, 4 said they received services from the college, one said that he related through liaison provided by the campus minister, and two said that they engaged in some kind of cooperative activity involving the church and the college.

2. Nineteen pastors (12.6%) stated that they had contacts with the college through its office of community services and education, more than twice as many as had contacts with the college's student services office. This finding seems to bear out the concept supported by UMHE that the community services office of the college is a more natural point of contact for churches than the student services office. The kinds of activities referred to by the pastors included use of church space by the college for satellite educational programs, special courses provided for the church by the college, special events, courses taught by the pastor, and cooperative programs directed to human needs within the community. Only 2 pas-

tors (1.3%) indicated involvement in the latter kind of cooperative programming, which suggests that the UMHE goal of serving human needs through church/college coalitions is not widely practiced.

3. Five pastors (2%) indicated that they were involved in teaching courses at the college. Of these, 2 taught courses which were part of the regular college curriculum, and 3 taught religious studies.

4. Twenty-seven pastors (18%) said that they were personally involved with the college in the following ways:

a. 9 (6%) were involved through "pastoral presence" on campus;

b. 3 (2%) were involved as members of the college board of trustees;

c. 3 (2%) were serving on college advisory committees;

d. 12 (8%) were involved in "other" ways.

5. The 12 pastors (9%) indicating "other" involvements with the college indicated the following:

a. 2 (1.3%) served as members of a college committee;

b. 2 (1.3%) had personal contacts with the college based on relationships with college staff;

c. 3 (2%) had served as a resource person to college classes;

d. 2 (1.3%) were students at the college;

e. 2 (1.3%) served on a college committee for campus ministry;

f. 1 (.7%) attended special college events;

g. 1 (.7%) was involved through college public relations.

6. Ten pastors (6.7%) indicated that their church provided space to the community college, with 6 of these indicating they did not charge any costs to the college for its use. Kinds of space utilization included

community-based workshops, adult basic education courses, special community-wide events such as cultural activities, and regular college courses. These data provide some evidence to support the UMHE concept that the local church can be seen as a "satellite college."

7. Forty pastors (27%) indicated that they had been personally involved with the college in the following ways:

a. 4 (2.6%) said that they provided resources to the college;

b. 14 (9.3%) said that the college provided resource to them. The fact that more than 3 times as many pastors received resources from the college as provided resources, leads the investigators to speculate that, indeed, the college can be a resource to the church, as UMHE contends, and further, that the college may be taking its mission of outreach through service to the community more seriously than the church takes its mission of community service.

c. 9 (6%) said that they and the college together had cooperatively provided resources to the community. These actions appear somewhat to support the UMHE goal of fostering interaction between church and college to jointly provide resources to the community served by both institutions.

d. 11 pastors indicated involvement in more than one of the above types of activities as follows: 4 indicated that they both provided and received resources from the college; 4 that they provided resources to the college as well as cooperating with the college to provide resources to the community; and 3 that they were involved in all three types of interaction.

8. After categorizing their personal types of involvement with the college, the pastors were then asked to indicate the ways in which their congregations were involved. The following data emerged:

a. 4 (2.6%) said that the church provided resources to the college.

b. 18 (12%) said that the college provided resources to the church. This finding repeats that of #7 above, indicating that the college is taking the initiative to reach out in service to congregations much more than churches are serving colleges.

c. only 3 (2%) indicated that their church and the college cooperatively provide resources to the community. This finding may indicate that pastors (as in #7c above) work more cooperatively with the college to serve their communities, than do congregations.

d. 14 (9%) indicated that their congregations were involved in more than one type of activity as follows: 5 said that their church both provided and received resources from the college; 2 that their church provided resources to the college as well as cooperating with the college to provide resources to the community; 1 that the college provided resources to the church as well as both cooperatively providing resources to the community; and 6 were involved in all three types of activities.

4B. Extent of Involvement. One item attempted to draw out the pastor's perception of the degree of involvement between their church and the community college, according to a continuum ranging from extreme involvement to extreme uninvolvement:

a. Extremely involved..... 4 (2.7%)

b. Moderately involved..... 3 (2.0%)

c. Somewhat involved.....12 (8.0%)

d. Neither involved or uninvolved.....24 (16%)

e. Somewhat uninvolved.....10 (6.7%)

f. Moderately uninvolved.....20 (13.3%)

g. Extremely uninvolved.....51 (34%)

From these figures it appears that there is a pronounced tendency toward uninvolvement, according to the perception pastors have of their congregation's relationship with the community college.

A related question which was included in the questionnaire concerned church involvement in community service. One of the concepts supported by the UMHE Community College Program is that the church is a community service agency and, like the community college, has a mission to serve the people in its locale. Two items attempted to elicit data with regard to this concept. Pastors were first asked to rate the extent to which they felt their churches should be involved in community service. Then they were asked to assess how involved in community service they perceived their churches actually to be. The results of this series of items follows:

Ideal Church Involvement in Community Service

Very Much Involved	62 (41%)	52 (35%)	15 (10%)	6 (4%)	2 (1.3%)	0	2 (1.3%)	Not at All Involved

Actual Church Involvement in Community Service

Very Much Involved	8 (5.3%)	12 (8%)	17 (11%)	13 (8%)	36 (24%)	33 (22%)	21 (6.7%)	Not at All Involved

Comparing the two sets of ratings, it is obvious that there is discrepancy between how much the pastors think their churches should be involved in community service, and how much they believe their churches are actually involved. It would appear that they would prefer their churches to be more involved than they really are. The implications which this apparent dissonance has for future strategy for the Community College Program needs further exploration.

5--Pastor Satisfaction with Church/College Interaction

This question attempted to assess the degree of satisfaction pastors felt relative to their work with the college, and to determine whether they felt their church's mission was supported through this work. In addition, this question also attempted to find out if pastors had needs which, if met, might lead to greater satisfaction. The first part of the question, assessment of degree of satisfaction, was addressed in three items asking for ratings along satisfaction-dissatisfaction continua as follows:

1. When asked to rate the degree of satisfaction with that aspect of their personal ministry which had been related to the community college, 35 pastors (23%) responded as follows:

a. Extremely satisfied..... 3 (2.0%)

b. Moderately satisfied..... 4 (2.7%)

c. Somewhat satisfied..... 6 (4.0%)

d. Neither satisfied nor dissatisfied.....12 (8.0%)

e. Somewhat dissatisfied..... 4 (2.7%)

f. Moderately dissatisfied..... 3 (2.0%)

g. Extremely dissatisfied..... 3 (2.0%)

This pattern suggests a fairly normal distribution with slight skewness toward the satisfied end of the scale.

2. When asked to rate their satisfaction with the level of involvement of their church with the college, 104 pastors responded as follows:

a. Extremely satisfied..... 7 (4.7%)

b. Moderately satisfied.....11 (7.3%)

c. Somewhat satisfied.....13 (8.7%)

d. Neither satisfied nor dissatisfied.....29 (19.3%)

e. Somewhat dissatisfied.....21 (14.0%)

f. Moderately dissatisfied.....14 (9.3%)

g. Extremely dissatisfied..... 9 (6.0%)

On this issue, there is a skewness to suggest some dissatisfaction with their church's level of involvement.

3. In rating their satisfaction with the kinds of things their churches were doing for or with the college, 97 pastors indicated the following data:

a. Extremely satisfied..... 5 (3.3%)

b. Somewhat satisfied..... 8 (5.3%)

c. Moderately satisfied.....10 (6.7%)

d. Neither satisfied nor dissatisfied.....34 (22.7%)

e. Somewhat dissatisfied.....19 (12.7%)

f. Moderately dissatisfied..... 9 (6.0%)

g. Extremely dissatisfied.....12 (8.0%)

There is tendency in the direction of dissatisfaction on this dimension. Further, it should be noted that more pastors responded to the items rela-

tive to their church's involvement than to their personal involvement with the college.

From these 3 scales it should be noted that pastors evaluated their satisfaction with their own involvement as relatively neutral, but were dissatisfied with their congregation's level of involvement, and even more dissatisfied with the kinds of things they were doing. On the basis of these data, one might speculate that if pastors are viewed as leaders in this endeavor, and their response is little better than neutral, then the congregation's involvement level should not be surprising.

5A. Congregation's Mission Purpose. One item on the questionnaire attempted indirectly to get at the pastors perceptions of whether or not they felt their church's mission was supported by their work with the community college. Twenty-one pastors responded to the item asking them to describe their congregations' mission purposes with the community college. The responses were as follows:

a. Student work..... 4 (2.7%)

b. Spiritual focus..... 3 (2.0%)

c. Community development..... 1 (.07%)

d. Individual development..... 1 (.07%)

e. Support the existing campus ministry..... 2 (1.3%)

f. Program development..... 2 (1.3%)

g. Student work and a spiritual focus..... 2 (1.3%)

h. Some other purpose..... 6 (4.0%)

Additional data relative to the question of whether pastors see ministry with the community college to be supportive of their mission as opposed to

being simply another burden in an already heavy schedule will be reported in Chapter 6.

Chapter 6 summarizes the findings from data gathered during follow-up telephone interviews with the pastors indicating they had received some contact from the UMHE Community College Program. The question of whether pastors see community college ministry supporting their ministry, as well as some other questions identified in this chapter and the next, will be covered in Chapter 6 to which the reader is referred for further information.

5B. Pastors Wanting Help for Greater Satisfaction. There was no item on the questionnaire that specifically attempted to elicit data relative to this research question. Some data pertinent to this issue is reported in Chapter 6, as part of the findings from the telephone follow-up interviews. However, one item did attempt to discover the reasons why pastors were not involved in ministry with the college. Pastors who reported that they were not involved were asked to indicate why their ministry was not defined to include this aspect. These reports were as follows:

a. My ministry is not defined that way by myself....17 (11.3%)

b. My ministry is not defined that way by my denomination..... 2 (1.3%)

c. My ministry is not defined that way by my congregation.....11 (7.3%)

d. Self and denomination..... 2 (1.3%)

e. Self and congregation.....19 (12.7%)

f. Congregation and denomination..... 1 (.7%)

g. Congregation, self, and denomination..... 9 (6%)

h. Other.....63 (42%)

A look at the "other" reasons cited by the 63 pastors who were not involved is quite interesting. These responses were broken down into the following categories:

a. Location - distance - college too far away.....36 (24%)

b. No initiative from the community college..... 3 (2.0%)

c. Priority given to 4-year college in area..... 4 (2.7%)

d. No interest..... 5 (3.3%)

e. Other priorities..... 5 (3.3%)

f. No time..... 5 (3.3%)

g. There is a campus minister already there..... 1 (.07%)

h. Don't know..... 4 (2.7%)

One observation seems to be that community colleges are not defined as included in the total ministry by the pastor, congregation, and/or denomination. Another observation that might be inferred from these data is that a major reason given for noninvolvement by the pastors is distance from the college.

6--Changes in Church/College Relationships

Those pastors reporting that a change had occurred over the past five years relative to the degree of involvement between their church and the college listed the following factors contributing to change:

a. Changes within their church..... 5 (3.3%)

b. Changes within the college..... 3 (2%)

c. Changes in the community..... 2 (1.3%)

d. Intervention of a campus minister..... 5 (3.3%)

SUMMARY

A number of impressions emerged from the data. It seems that while pastors may have a general "awareness" that a community college exists to provide educational services to their community, the degree or extent of their awareness is not deeply detailed. Those actually involved in sharing resources with the community college seemed few. Often, the sources of pastor awareness seemed to be college-initiated; the two most prominent were announcements of course offerings and church members who were students. Overall church/college interaction seemed to be minimal, although pastors reflected some kinds of activity related to their members attending the college. In terms of satisfaction with community college ministry, the pastors seemed to be neutral, while satisfaction with their congregations in this regard leaned toward dissatisfaction. With regard to the few responding to the question about their church's mission purpose, the data did not reflect that many were involved in common terms with the community college.

Three-fourths of the respondents were "college town" pastors, in that their church members attend a community college. More than twice as many pastors have had contacts with the community college through its office of community services than through its office of student services, an indication that UMHE is "on target" in focusing on the former as the arena in which to initiate interaction. It appears that, generally, the community college is more involved in "outreach" to the church than vice-versa. Distance was noted as a factor in many pastor's non-involvement with a community college. Finally, disonance was noted between pastors' perceptions of how much they thought their churches should be involved in community service and how much they were actually involved.

CHAPTER 3

STUDY FINDINGS: EVALUATION QUESTIONS

This chapter presents the findings relative to the evaluation questions, based on data from the 150 community college-related pastors. As in Chapter 2, data are reported as frequencies and percentages for questionnaire items corresponding to research questions. The figures are based on the number of pastors responding to each item. It should be further noted that some of these research questions relate to evaluation of the impact of the UMHE Community College Program on local congregations. Since some of the data relative to this cluster of questions was elicited only during the follow-up telephone interviews with pastors indicating some involvement with UMHE resources, additional findings are summarized in Chapter 6.

1--Knowledge of UMHE Concepts Regarding Community College Ministry

It proved to be very difficult to write questionnaire items which would get at this research question directly. The reader may recall from the previous chapter that some churches are involved in a variety of ways that would indicate compatibility with UMHE ministry concepts, and that some churches are not. A number of other items throughout this chapter seem to address this question indirectly, and these are noted where appropriate. In addition, some information relative to this ques-

tion was gained from the telephone interviews, and these data are reported in Chapter 6.

However, one item does bear directly on this question, specifically asking if the responding pastor is at all aware of UMHE. When asked if they were aware of the national organization, UMHE, 77 pastors (51.3%) responded "yes" and 70 (46.7%) responded "no." It is interesting to contrast the number of pastors who are aware of UMHE with the number who are aware of the more local campus ministry in their own state. When asked if they were aware of campus ministry 116 pastors (77.3%) answered "yes" and only 33 (22%) "no." Thus, while more than one-half of the respondents indicated awareness of UMHE, more than three-fourths indicated awareness of the campus ministry in their state. This is not a surprising finding, in light of the UMHE strategy not to try to impact local congregations directly, but through intermediary levels of the participating denominations.

2--Pastor's Perception of UMHE Effectiveness

One of the questions of this survey is whether or not UMHE has been effective in its mission to encourage church/college collaboration in meeting human needs in their local communities. Again, it proved difficult to write specific items that would elicit these kinds of data. Also, because of the exploratory nature of the study, it should be left to subsequent longitudinal studies to more definitively answer this question. However, one question did attempt to assess the pastor's perception of how effective UMHE has been in achieving its goals. The pastors were asked to rank the degree of their agreement or disagreement with the

statement "UMHE has helped congregations and community colleges to cooperate to meet human needs." This question yielded the following results:

Strongly Agree	5 (3.3%)	3 (2%)	16 (10.7%)	1 (.7%)	1 (.7%)	0	5 (3.3%)	Strongly Disagree

In attempting to interpret the above results the investigators speculate that the respondents seemed to read the statement "UMHE has helped" more as a philosophical statement with which they agreed, than as a statement of the effectiveness of UMHE programs which they had actually observed. But based strictly on their response, among those few responding, significantly more agreed than disagreed.

3--Pastors Assisted by Outside Professional Persons

A major strategy of the UMHE Community College Program has been to provide written resources and training workshops for national and regional church staff in order to better equip them to assist local pastors with community college ministry, thus, two items were included to elicit data pertinent to this issue, as follows:

1. When the pastors were asked from whom they had received help or communication regarding their ministry with the college, the following data emerged:

a. 3 pastors (2.0%) indicated they had been helped by national denominational church staff;

b. 8 (5.3%) said they had been helped by regional denominational church staff;

c. 10 (6.7%) said they had been helped by local denominational church staff;

d. 7 (4.6%) said they had been helped by one or more of a combination of denominational church staff;

e. 6 (4.0%) said they had been helped by national UMHE or denominational higher education staff;

f. 6 (4.0%) said they had been helped by regional UMHE or denominational higher education staff;

g. 4 (2.7%) said they had been helped by local UMHE or denominational higher education staff;

h. 3 (2.0%) said they had been helped by a combination.

2. When the pastors were asked specifically who had made UMHE-developed materials available to them the following sparse responses were obtained:

a. 1 pastor (.7%) said material was provided by regional denominational staff;

b. 1 (.7%) said material had been provided by local denominational staff;

c. 1 (.7%) said material was provided by regional UMHE staff.

In both of the above cases, denominational staff at more local levels seemed to be more helpful than UMHE staff.

3A. Pastor Perception of "Usefulness" of Help Received. No items on the questionnaire were designed to get at this question. The reader is referred to the data in Chapter 6 relative to the telephone interviews.

4--Pastor Contact with Specific UMHE Materials

Since much energy of the Community College staff team has been devoted to producing published materials and providing training designed to help church people with community college ministry, it is important to

know if these get distributed to and used by pastors. A significant finding of this study is that 12 pastors (8%) had contact with UMHE facilitators or with the written materials developed by the Community College Program. Generalizing to the total population (76,000 local churches in UMHE denominations) it can be observed that 6,080 local churches throughout the country have had such contact with UMHE materials. More specifically, this finding can be broken down for the sample as follows:

a. Castle College Slide Cartoons..... 3 (2.0%)

b. UMHE Perspective Papers..... 5 (3.3%)

c. UMHE book, So There's A Community College in Your Town..... 8 (5.3%)

d. UMHE consultations..... 2 (1.3%)

e. UMHE facilitating person..... 4 (2.7%)

This item also yielded additional data regarding other kinds of contacts pastors had, relative to their work with the community college as follows:

a. State or regional written resources..... 5 (3.3%)

b. Campus minister.....20 (13.3%)

c. Community college administrator..... 6 (4.0%)

d. Students..... 2 (1.3%)

e. Other clergy..... 4 (2.7%)

From the above data it appears that the campus minister is a key element in relating local pastors to the community college.

4A. Pastor Perception of "Usefulness" of Resource Material. No items on the questionnaire were designed to get at this question. The reader is referred to the data in Chapter 6.

5--Role Played by Judicatory Staff

The reader is referred to Chapter 6.

6--Pastor Needs for Further Help

The reader is referred to Chapter 6.

SUMMARY

Although there was little data that provided direct evidence relative to pastors' awareness of or agreement with UMHE concepts, more than half said they were aware of UMHE, and there were some data that led to the speculation that respondents tended to agree with the basic philosophy of the UMHE Community College Pro ram. However, it was difficult to interpret any findings as indicating that pastors evaluate UMHE efforts either positively or negatively. In looking at the kind of help pastors received from "outside professionals" a pattern emerged which suggested that staff on the local level was perceived as more helpful than national or regional staff, and that staff of regional church agencies were utilized more than UMHE staff. A major finding was that 8% of the sample pastors (extrapolated to 6,080 pastors nationally) have come in contact with UMHE Community College Program resources. Chapter 6 provides additional information about how these resources are perceived and used by the pastors who receive them.

CHAPTER 4

PASTORS AND CHURCHES

This chapter presents the study findings with regard to selected descriptive information about the sample pastors and churches. Data about the denominational proportions within the sample, selected demographic and self-report characteristics, and theological position will be summarized. The data are reported as frequencies and percentages based on the numbers of pastors responding to each item.

1--Denominational Composition of the Sample

The proportion of denominations represented in the sample follows:

Denomination	Responses Received (150)		In Sample (323)	
	No.	%	No.	%
American Baptist Churches, U.S.A.....	8	(5.3%)	25	(7.7%)
Church of the Brethren.....	1	(.7%)	4	(1%)
Christian Church (Disciples of Christ)....	11	(7.3%)	20	(6.2%)
Moravian Church in America.....	1	(.7%)	1	(.03%)
*Presbyterian Church, U.S.....	7	(5%)	18	(5.6%)
Protestant Episcopal Church.....	8	(5.3%)	29	(9%)
United Church of Christ.....	3	(2%)	28	(8.7%)
United Methodist Church.....	94	(62.7%)	162	(51.2%)
*United Presbyterian Church, U.S.A.....	17	(11%)	36	(11.4%)
TOTALS	150	100%	323	100%

*Three churches reported dual membership in both UPCUSA and PCUS. In the above tables these were allocated proportionately.

It should be emphasized that generalizations can be made only from the total sample of 150 representing the 9 denominations of UMHE, and not to particular denominations.

2--Membership of the Congregations

The membership of the churches within the sample were categorized on the basis of total membership as follows:

1. Up to 170.....31 (20.7%)
2. 171 to 269.....32 (21.3%)
3. 270 to 499.....34 (22.7%)
4. 500 or more.....37 (24.7%)
5. Don't know..... 2 (1.3%)
6. Did not respond.....14 (9.3%)

When asked to report the active membership of their congregations, the pastors responded as follows:

1. 99 or less.....26 (17.3%)
2. 100 to 149.....30 (20%)
3. 150 to 320.....39 (26%)
4. 321 or more.....33 (22%)
5. Don't know..... 1 (0.7%)
6. No response.....21 (14%)

3--Population of Locale

Pastors reported that the size of the towns in which their church was located were as follows:

1. 1000 or less.....18 (12%)
2. 1001 to 7999.....38 (25.3%)

3. 8000 to 39,999.....34 (22.7%)

4. 40,000 or more.....30 (20%)

5. Don't know..... 4 (2.7%)

6. No response.....26 (17.3%)

When asked to rate their churches as rural, suburban, or urban, the pastors made the following observations:

1. Rural.....54 (36%)

2. Suburban.....35 (23.3%)

3. Urban.....44 (29.3%)

4. No response or don't know.....16 (11.4%)

4--Church Support

When asked to report whether their church was fully or partially mission supported, or self-supported, the pastors indicated the following:

1. Mission supported..... 11 (7.3%)

2. Self-supported.....130 (86.7%)

3. No response..... 9 (6.0%)

5--Social Class of Congregations

The pastors were asked to rate the social class of their church on a scale of 1 to 7, with 1 representing upper class and 7 representing lower class. The results of these rankings were:

Upper Class	8 (5.3%)	41 (27%)	43 (29%)	26 (17%)	15 (10%)	4 (2.7%)	0	Lower Class

It would appear from these data that there is a moderate tendency for pastors to perceive their churches to be middle-to-upper class far more than

lower-middle-to-lower class. This is not surprising information to find in a survey of predominantly main line Protestant denominations.

6--How Long Pastors Had Served Their Present Congregation

One of the most interesting findings related to this question. The pastors were asked to indicate how long they had been serving in their present congregation. The following findings were the result:

1. One year or less.....34 (22.7%)
2. Two years or less.....26 (17.3%)
3. Two to five years.....43 (28.7%)
4. Six to twenty-three years.....39 (26%)

Thus it can be observed that not quite half of the pastors had been in their present pastorate two years or less, and nearly three-fourths for five years or less. This reflects a fairly high degree of mobility among pastors, and a relatively short tenure for the majority. These data suggest that the assessment of the effects of a short term pastorate on willingness to become involved in work with the community college might be included in a future study.

7--Theological Position of Pastors

The pastors were asked to identify their personal theological position on a conservative-to-liberal continuum, by rating a scale where 1 represented very conservative and 7 represented very liberal. The results of this item are as follows:

Very Conservative	13 (8.7%)	23 (15.3%)	23 (15.3%)	20 (13.3%)	36 (24%)	19 (12.7%)	8 (5.3%) Very Liberal

This pattern represents a fairly normal distribution, with perhaps a slight tendency toward the liberal dimension.

SUMMARY

When comparing responses received with the total number of questionnaires mailed to the sample relative to proportion of denominations in each, the two sets were generally comparable, with Methodist pastors responding in greater proportion and Baptist, Episcopal, and United Church of Christ in lesser. With regard to the size of church, there did not seem to be a clustering of churches in either "small" or "large" categories. In terms of town size, the distribution covered a fairly wide range and appeared to be fairly evenly distributed, i.e., the sample was probably not disproportionately "loaded" in favor of "large" as opposed to "small" towns. Likewise, there was not a disproportionate distribution of rural, suburban, and urban churches, according to the pastor's perceptions of those terms. Almost all of the churches were self-supporting rather than being mission supported. The social class of the churches was discovered to be predominantly middle to upper-middle class, which was not an unexpected finding. Theologically, the sample represented a relatively normal distribution from conservative to liberal. The issue of high mobility and short tenure of many pastors was noted as a possible concern for future UMHE strategy.

CHAPTER 5

STUDY FINDINGS: RELATIONSHIPS AMONG SELECTED FACTORS, AND SOME IMPLICATIONS FOR STRATEGY

This chapter presents data concerning relationships among selected factors. On the basis of these, some implications for the UMHE Community College Program are drawn. Appendix F provides 8 charts displaying these data.

Church Awareness and Involvement vs. Proximity to College

The community colleges have identified themselves as "people colleges." They seek to serve a broad and diversified clientele which is not resident on a campus but resides throughout a general community, county or district. Community colleges have sought to alter the concept of "campus-defined colleges" with a concept reflected in such phrases as "The community is our campus." However, the results of this survey indicate that the physical location of the campus itself is a significant factor in awareness and involvement of the pastor with the community college.

Of the 53 respondents who described themselves as personally least aware of the community college:

11%	Lived within 4 miles of the campus
24.4%	Lived from 5 to 14 miles of the campus
62.3%	Lived beyond 14 miles of the campus

Of the 21 respondents who described themselves as having the highest awareness by participating in its program (See Chart 1, Appendix F):

71.4% Lived within 14 miles of the campus
27.5% Lived beyond 14 miles of the campus

It may be that the inverse relationship between distance from the college and awareness of it is due to the college's failure to involve persons and institutions which are distant from the campus. However, the perception of pastors as to the significance of distance is reflected in their own explanation for their lack of awareness.

Regarding involvement, 58% of the respondents indicated they were not involved. Of these, more than half (57.1%) noted the location of the college, and their distance from it, as reasons for their lack of involvement. Thus, if a strategy emerges to involve local churches and pastors more directly with local community colleges, perceptions of distance must be addressed.

Two choices seem most apparent. First, a national strategy ought to seek the one church that is closest to a campus and develop a base for ministry from that church. This is very similar to the established strategy of some communions of appointing the local pastor as chaplain to students at the local campus. While the community college says "The community is our campus," some churches focus their ministry on the physical campus rather than on the larger community of which it is but a part. More will be said later with regard to the need to survey the perceptions of community college leaders of the church and its mission.

Second, a national strategy may be to challenge the conventional wisdom of the churches and their pastors. This would require expanding their understanding of the community college. Though somewhat removed geographically, they would then perceive themselves as part of the college and its educational mission. Such a strategy would obviously be support-

ive of the community college's own espoused philosophy. Such a strategy may really help churches as the college becomes a mission resource. This strategy would also make the church a resource available to the college for its mission. However, it would be a strategy which appears contrary to current clergy perceptions of the intersection of church and community college.

Church Size, Type of Community, and Theological Position

While geographic proximity seems to be a significant factor in influencing the awareness and involvement of the churches, three other other factors appeared not to be significant influences on church-college cooperation: church size, type of community, and theological position.

Church Size. With regard to size, a chi square analysis of size of those churches cooperating with the community colleges reveals that, of the 17 cooperating, there is no significance among the 4 categories sizes, namely: 1 - 170, from 171 - 269, from 270 - 499, larger than 500. (See Chart 2, Appendix F)

While there is no significant difference between size and awareness/involvement, it is possible to conclude that the small and large churches are more involved with and aware of community colleges than medium-size churches. While 19.2% of the churches with membership of less than 170 and 21.9% of those with a membership of more than 500 cooperated in community programs with community colleges, only an average of 8.4% of churches with membership between 170 and 499 cooperated with community colleges in community programs.

From the scattergram (See Chart 3, Appendix F) it appears that there is increasing awareness as church size increases until congregations reach a size of approximately 410. Awareness then drops sharply until congregations reach a size of 600. It then rises sharply to a congregational size of 675, when the level of awareness drops sharply to a level exhibited by very small congregations, when it again begins to ascend as churches increase in size. It may be that the clergy in the middle range of church size become increasingly time-involved in their church's operations and thus, time-restricted in community college awareness. The sharp ascent in the scattergram may simply signify the arrival of a staff assistant, followed by a return to increasing awareness.

If the above speculation is correct, much needs to be done to demonstrate that church/community college cooperation is a facilitating relationship and not an additional burden. This will be explored further in Chapter 6.

Type of Community. There is apparently no statistically significant difference between the four categories of awareness and pastors' perceptions of their communities as rural, suburban or urban (See Chart 4, Appendix F). Yet the chart reflects less awareness on the part of suburban pastors than rural or urban pastors. It is again possible to speculate that time and work pressures on the suburban church and pastor may be possible causes for this variation in churches in the three types of communities. These variations may suggest a strategy of development which is related to the variations of size and location of the churches. A similar pattern emerges for church/college cooperation, with the suburban churches apparently less involved than the rural or urban (See Chart 5, Appendix F).

Theological Position. While there are undoubtedly theories of how theological positions differentially influence a church's community involvement, this study reported a "normal" distribution and no significant difference between conservative and liberal with regard to the church and college jointly resourcing the community (See Chart 6, Appendix F).

However, it is possible to observe that both the liberal and conservative extremes are skewed more towards involvement than are those identifying themselves with the middle of the theological spectrum. It may be that those in the middle of the spectrum tend to be middle-of-the-road not only theologically, but also in terms of the kinds of relationships to society demanded by the theological extremes.

It should be noted that out of one hundred respondents only four were on the unaware side of the mean. This suggests that if local churches are to be the targets for ministry, communication with these churches must provide for motivations theologically ranging from very conservative to very liberal. It also suggests that community colleges must be as aware of the diversity of the churches as they are aware of the diversity in the populations they serve.

Changes in Relationship in 5 Years. From the pastors' perceptions, apparently there has been change over a five year period in relationships between churches and community colleges. The scattergram of this perceived contrast from 1973 through 1977 shows the following for the church/community college relationships (See Chart 7, Appendix F):

40 relationships remained unchanged
15 increased their relationship with each other
5 decreased their relationship with each other

It is incorrect to conclude that the 15 involved in increased relationships were all affected by the National UMHE Program. But is not inappropriate to observe that there is an increasing awareness and relationship between the churches and the community colleges. In fact, there has been a 25% increase in church/community college interaction over the period 1973 through 1977, compared with a decrease of 8.3%. This increased interaction recommends a strategy which recognizes and supports the natural interaction of church and college.

Almost two-thirds of those responding (40 of 60) indicated no change. Before this perceived lack of change in the relationship of the community college is taken too seriously, another factor needs to be noted. Many (42.3%) of those responding have served less than 2 years as pastors of the congregations they were describing. Almost three-fourths (72.5%) have served less than 6 years as pastors of their present churches. This indicates that the pastors may provide limited perspective on a five-year comparative analysis. This relatively brief tenure of pastors defines the problem faced in contacting the local pastor in developing even a five-year strategy for a local ministry. In fact, it may imply that a local contact other than the pastor is needed in developing local church involvement in community college ministry.

UMHE Effectiveness

With regard to the question of the pastor's perception of UMHE, the data indicate little direct awareness by ministers and congregations of UMHE concepts. While 93.5% of those responding were aware of campus ministry in the state, only 60% were aware of the national UMHE. It is pos-

sible to infer that if one is aware of UMHE in the state, one would be aware of UMHE nationally. This suggests that the state UMHE and its access to local churches become the focus of national ministry strategy.

While a small number of respondents seemed aware of the strategy of UMHE, the overall findings tend to affirm the national UMHE concept that the community college can provide a resource for the ministry and mission of the local church. There are indications that the clergy perceived that the community colleges provide more resources to them and their churches than they in turn provide to the colleges. Of course, this could be understood in terms of poor self-images on the part of the clergy as they view the academic world. However, the results of the survey do suggest that the respondents identifying the college as an ally and a resource for the ministry of the local churches support the UMHE strategy.

While 4 pastors saw themselves as a resource to the college, 16 saw the college as a resource to them. Also, 4 saw the church as a resource to the college, while 18 found the college to be a resource to the church (See Chart 8, Appendix F).

This concept of the community college as resource for the local church could be used to offset the apparent perception of distance and workload as reasons for noninvolvement. Local clergy might be helped in learning how to use the college resource for ministry. The telephone interviews with the pastors indicated a desire to receive information with specific illustrations and ways of proceeding. More will be said about this in Chapter 6.

SUMMARY

The focus of this chapter has been on apparent interrelationships among some of the responses to the questionnaire. The general strategy of UMHE to affect a ministry with the community colleges through the local churches and pastors seem validated by the responses taken as a whole. Yet data from previous years are not available, so it is difficult to measure specifically whether the existing understandings and reactions of the churches and pastors have been affected by UMHE. Because the strategy was designed to impact the local churches through the middle judicatory structure of the Church, the awareness of local pastors of the national plan may be implicit and indirect.

CHAPTER 6

STUDY FINDINGS: TELEPHONE FOLLOW-UP SURVEY

Question #50 of the survey directed the respondents to "check any of the following with which you have had any contact whatsoever, relative to your work with the community college."

_____ Castle College Cartoons (UMHE slide show)
_____ UMHE Perspective Papers
_____ UMHE book, So There's A Community College in Your Town
_____ State or regional resources written to help you engage in this ministry
_____ J. Springer's kit from Pennsylvania model
_____ UMHE consultations
_____ Non-UMHE consultations
_____ UMHE facilitating person
_____ Non-UMHE facilitating person
_____ Campus minister
_____ Other:_____

In response to this question, 8% of the sample indicated that they had contact with one or more of the following UMHE resources:

Castle College Cartoons
UMHE Perspective Papers
UMHE Book, So There's A Community College in Your Town
UMHE Consultation
UMHE Facilitating Person

A follow-up phone interview was conducted with each of the respondents to ask about the following:

1. Who specifically provided communication or help?
2. How was the information used?
3. What has been most helpful?
4. What has been most frustrating?
5. What needs should UMHE address in the future?

NOTE: A sample of the phone questionnaire appears in Appendix E.

Responses to Selected Questions

Question 1. Who, specifically, provided you with communication or help regarding your ministry with the community college?

a) Local and regional judicatory	5
b) Campus ministers	5
c) Past campus ministry ties	2
d) College personnel	1
e) Seminary course	1

Question 2. What kind of communication was provided to you?

a) UMHE Perspective Papers	7
b) UMHE Book, So There's A Community College in Your Town	2
c) Seminary class	1
d) Personal contact	1
e) Castle College Cartoons	1

Question 3. How did you use this communication?

a) Sensitized to the community college	4
b) Read the material	2
c) Shared with congregation or staff	2
d) Did not use	1

Question 4. What other kind of help was provided to you?

a) None or no answer	6
b) Books, articles	3
c) Campus minister interpreted his program	1
d) Consultative help	1
e) Other local minister	1

Question 5. How did you use this help?

a) None or no answer	7
b) To inform church staff and board	2
c) Tried to organize or work at community college	2
d) Referred student to college minister	1

NOTE: Some people responded to a single question with more than one answer.

Question 8. In your over-all work with the community college what has been most helpful?

a) No response	7
b) Work of laymen to college personnel	3
c) Contact with students (kids)	1
d) Ecumenial relations with other clergy	1
e) National Institute for Campus Ministry	1

Question 9. Has the regional or national church done anything for you at all with regard to community college ministry? Judicatory staff? National staff? Connexion?

a) Denominational office	4
b) Campus minister	1
c) No response	3
d) No help	3
e) "Only to ask for money"	1

Question 10. If it has done anything, how has this been helpful?

a) Serving a UMHE State Board	1
b) Space for youth & student activities	1
c) No response	10

Question 10. If it has done anything, has this been frustrating?

a) Lack of interaction with the state UMHE	1
b) Lack of help from denomination	1
c) Lack of results measured by student participation	1
d) No response	9

Question 11. Do you see your work with the community college supporting or not supporting your ministry?

a) Supporting	8
b) Not supporting	1
c) Other: Indirectly helpful	1
d) Other: Keeping young people interested in the church	1

Question 12. How accurately can the national UMHE be identified?

a) Could identify accurately	6
b) Could partially identify	4
c) Could not identify	2

NOTE: Questions 6 and 7 have been omitted.

Question 13. What was the basis of your evaluation in answering question 52 of the questionnaire regarding UMHE effectiveness in helping congregations and community colleges to meet human needs?

a) Acquaintance with local campus ministry	4
b) Acquaintance with UMHE	3
c) No response	5

Question 14. Who initiated contact with the community college?

a) Self	2
b) College	4
c) Church members who are students	2
d) Church members who are faculty	2
e) UMHE	0
f) Other churches	1
g) Judicatory level of church	0
h) Other: Combination of church/college	1
i) No response	1

Question 15. Do you see your self/church relating to the community college in the future?

a) Yes	9
b) No	0
c) No response	3

Question 16. Needs UMHE should be aware of:

a) Perceived needs	9
b) Perceived no needs	1
c) No response	2

Need specific guidance in:

a) Understanding students	2
b) What to do with help from state to local church	3
c) How to gain entry to community college	1
d) Communicating with lay persons regarding the community college	3

Geographic Location

The geographic location of the 12 respondents who had made use of UMHE resources is noteworthy:

California	1
Iowa	1
Illinois	1
Kansas	1
Kentucky	2
Michigan	1
Minnesota	1
North Dakota	1
Ohio	1
Virginia	1
West Virginia	1

None were from the Northeast or the Southwest. Except for California, Kentucky, Virginia and West Virginia, all were from the North Central states. Although only 12% of the nation's public community colleges are located in Iowa, Kansas, Kentucky, Michigan, Minnesota, North Dakota, Virginia and West Virginia, 75% of the above respondents were from these states. The cause of this imbalance may be related to the number of campus ministers and the connectional strength of the church in these states.

Responses to Major Questions

1. Who Specifically Provided Communication or Help? While some respondents noted more than one source, it is still clear that the local and regional judicatories (5) and campus ministers (5) provided the greatest contact with UMHE materials. One of the pastors pointed out that the campus minister acted not as a resource to help the local pastor and church with a ministry, but to inform them of what he was doing. It is helpful to relate these responses to those of question 14 which sought the identity of the initiator of community college contacts. These responses show that of 13 initiators 8 (60%) were either the college or its personnel (student, faculty or administrator). It is also apparent that none felt that UMHE initiated the contact. This may suggest that UMHE may need to

develop a more direct strategy which will introduce the churches and pastors to the community colleges.

The pastor whose contact with the community college was through a seminary course should not be overlooked. If UMHE is going to increase the number of pastors initiating contact with the community college, one plan may be to infuse community college ministry concepts during their seminary training. The printed page was the most common conveyance of UMHE material (as illustrated by question 2 of the follow-up and question 50 of the initial questionnaire).

2. How Was the Information Used? It was generally used to provide background information and, as one respondent put it, just to read. Most of the respondents did not seem to find the specific help they wanted for themselves and their congregations (as suggested by question 16 of the follow-up). If UMHE assumed that its printed material should have directly facilitated the ministry of local pastors and churches, then the assumption needs to be reexamined. According to the pastors, general ideas and directions need to be bolstered with more specific illustrations and directions. An alternative to using only printed materials may be to replace them or use them in conjunction with other media and personal contacts.

3. What Has Been Most Helpful? Ten of the 12 respondents did not feel that anything had been so helpful as to justify use of a superlative for its description. In support of the observations regarding how the material was used, one respondent noted that personal contact through a UMHE state board was helpful. The other positive response related to a

church making space available for student needs. The follow-up (question 8) generally shows that the interpersonal relationships with lay people, college personnel, students and other clergy seem to be helpful.

4. What Has Been Most Frustrating? The respondents were rather neutral in praise or criticism (question 10 of the follow-up). Nine of the 12 respondents had no comment. While two noted frustration over a lack of help either from persons in the UMHE or their denomination, one was particularly frustrated that the success of his efforts were not measureable in terms of numbers of students participating. It is worth commenting here that not only does this suggest the need for UMHE to help local churches and pastors to evaluate their work, but that much more needs to be done in defining the ministry as more than only "student work." In discussing programs, not one of the respondents spoke in terms of purpose other than working with young students (one respondent referred to students as kids). These responses provide an incongruity with the answers to question 11 of the follow-up where 8 saw their work with the community college as directly supporting their ministry.

Five of the respondents who evaluated the UMHE goal in the origianl questionnaire indicated they were unable to do so again in the follow-up. It may be of further interest that 3 of the respondents saw the campus ministers as their information source and 4 saw the state or national UMHE as a source of information.

5. What Needs Should UMHE Address in the Future? Nine of the respondents perceived needs, while 3 either did not answer or perceived no needs. A common theme among the 9 who articulated needs was a wish for specific guidance. Several felt that this guidance should come from the

state/area judicatories. Others saw understanding or communicating with persons in the college as a perceived need. One person sought a way to begin ministry to the college. These responses suggest a need for a training effort which involves the pastors directly with members of the community college.

While these responses were from an exceedingly small group of the original sample population, they do suggest that while the printed material has been helpful in sensitizing them to the community college and a possible relationship between the colleges and their church, the active pursuit and even the conceptualization of these objectives are not common among the respondents--although 50% could identify UMHE accurately, and an additional 33% could partially identify it.

CHAPTER 7

RECOMMENDATIONS FOR FURTHER STUDY

The first and most important recommendation is to use this study as a base for a longitudinal study. Follow-up within 3 to 5 years would provide UMHE with a better evaluation of its work and goals, and also provide continuing data and information for future planning of UMHE directions and resource allocation. Because of the evident mobility of pastors, the follow-up survey should pursue the present respondents as they move on, as well as new pastors of the churches contacted in this study. At the same time a similar new study should be conducted, capitalizing on the experience gained from this one. Because of the complexity of such a project it would seem well to begin within a minimum of three years. This would allow the data to be collected and reported by the end of the fourth year.

This survey did not investigate how the colleges and their leadership perceive the churches and pastors. Further, in relying only on the pastors for answers, the important perceptions of the lay leadership are lacking. It is also recommended that telephone, or preferably on-site interviews be held with a selected number (10-15) of community colleges included in the present study in order to ascertain their perception of the church/community college intersection. It is also recommended that these interviews include some of the lay leadership of the local churches.

It is urged that this be done as soon as possible before changes in personnel occur. Information from such a study might greatly aid in developing resource materials for ministry. In fact, the study itself might be a tool for ministry.

While the responses of the small number of respondents who have used UMHE material is valid in relation to the total sample, it is recommended that a postcard survey be conducted which would increase the size of the sample pastors acquainted with UMHE. What is suggested is an ultimate sample size of 100-150 pastors aware of UMHE. A mailing of 1500 double-postcards should produce the necessary sample. Such a sample could provide greater specificity and assurance regarding the churches' needs and uses of UMHE resources. It is recommended that the identification of the sample be secured the latter part of the 1978-79 academic year and that the survey be instituted the following academic year.

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APPENDICES

APPENDIX A

A SURVEY: YOUR CHURCH AND THE COMMUNITY COLLEGE

1. Your name: _____

2. Denomination of your church: _____

3. Church name and address: _____

_____ Zip: _____ Phone: ( ) -

4. The nearest community college serving your church constituency is: _____

_____

PLEASE ANSWER THE BALANCE OF THE QUESTIONNAIRE RELATIVE TO THE ABOVE COMMUNITY COLLEGE ONLY. If you left question #4 above blank and there is another institution of higher education that does serve your church constituency, please put its name here and answer the balance of the questionnaire with regard to that institution: _____

5. The nearest community college is approximately _____ miles away and is approximately _____ years old.

6. Have you known of the campus ministry in higher education in your state?

_____Yes _____No

7. Have you known of the national organization, United Ministries in Higher Education (UMHE)?

_____Yes _____No

8. Please rank any of the following in terms of their contributions to your awareness of the community college in its education and service missions:
_____College catalog
_____Announcements of course offerings
_____Other public relations flyers
_____Newspaper stories about college
_____College ads in newspapers
_____TV and radio announcements
_____Other: _____

9. Please rank any of the following in terms of their contributions to your awareness of the community college in its education and service missions:
_____Members of the congregation
_____Campus minister
_____Other congregations
_____Church judicatory workshops
_____Church judicatory literature
_____United Ministries in Higher Education
_____Other ministers or clergy associations
_____Other: _____

10. Check the item that best describes the degree of your personal awareness of your local community college.
_____Unaware of its presence
_____Aware of its presence
_____Aware of its programs
_____Aware of the impact of its programs
_____Involved in some aspect of its programs

11. Check the item that best describes the degree of your congregation's awareness of your local community college.
_____Unaware of its presence _____Aware of the impact of its programs
_____Aware of its presence _____Involved in some aspect of its programs
_____Aware of its programs

12. Approximately how many members of your congregation are: Faculty____Staff____ of the nearest community college?

13. How many members of your congregation are related to the community college in other ways?
_____Volunteer counseling _____Trustee or board member
_____Member of advisory committee _____I don't know
_____Other: _____

14. Approximately how many faculty/staff____or others____have you worked with in developing programs or ministry with the community college?

15. Do any members of your congregation attend the community college (hobby, recreation, job upgrading, adult education, regular students)?
Yes_____ No_____ I don't know_____

16. If yes, then with approximately how many students have you worked to:
_____provide services to them as students?
_____develop special programs related to the college?
_____involve them in your church's programs?

17. Is there an office of student services at your community college?

Yes_____ No_____ I don't know_____

18. Is there an office of community services and/or education at your community college?
Yes_____ No_____ I don't know_____

19. Is religion taught at the community college? Yes____ No____ Don't know____
If yes, _____separate course(s) _____as part(s) of other courses

20. If you have contacts with the college through its offices of student services and counseling, please list the kinds of contacts you have:

21. If you have contacts with the college through its office of community services and/or education, please list the kinds of contacts you have:

22. If you are involved in teaching at the college, please list the courses you have taught:

23. Check other ways in which you are personally involved with the college:
_____Member of advisory committee _____Pastoral presence on campus
_____Trustee or board member _____Other:_____

24. Does your church make available building space to the college?
Yes_____ No_____
Free_____ Rental_____ Rental to cover only operating costs_____
How frequently?_____
For what programs?_____

25. In what other cooperative ways has your congregation been involved?

26. What cooperative plans does your congregation have for the next 12 months?

27. Does the college provide resources which support the mission of your church?
_____through individuals
_____through programs
_____directly Please give examples:

28. Do your church and the college cooperate to provide services and/or programs for people in your community? Yes_____ No_____
If yes, please describe:

29. If your <u>personal</u> ministry has been related to the college, please rate your satisfaction with that aspect of ministry. (Please circle a number)

Extremely Satisfied	3	2	1	0	1	2	3	Extremely Dissatisfied

30. Are you satisfied with the <u>level</u> of involvement of your <u>church</u> with the college? (Please circle a number)

Extremely Satisfied	3	2	1	0	1	2	3	Extremely Dissatisfied

31. Are you satisfied with the <u>kinds</u> of things your church is doing for or with the college? (Please circle a number)

Extremely Satisfied	3	2	1	0	1	2	3	Extremely Dissatisfied

32. On the scale below please report the relationship between your church and the community college <u>as it existed five years ago</u>. (Please circle a number)

Extremely Uninvolved	3	2	1	0	1	2	3	Extremely Involved

33. On the scale below please report the relationship between your church and the community college <u>as it now exists</u>. (Please circle a number)

Extremely Uninvolved	3	2	1	0	1	2	3	Extremely Involved

34. If a change has occurred, what factor(s) contributed most to it?

35. Membership of your congregation: Total:_____ Active:_____

36. Approximate population of your town:_____
Is your church: Rural_____ Suburban_____ Urban_____

37. Is your church: Fully or partially mission supported_____ Self-supported_____

38. Rate your congregation on the following scale:

Upper Class	3	2	1	0	1	2	3	Lower Class

39. How long have you been a pastor for your present congregation?_____

40. Rank order the following statements (1, 2, 3, 4) as they relate to your own position:
_____the Bible is the inerrant, infallible Word of God
_____the Bible contains the Word of God
_____the Bible is a record of man's religious experience
_____the Bible is a work of great literature produced by inspired people

41. Rank order the following statements (1, 2, 3, 4) as they relate to your own position:
_____the church's sole responsibility is bringing individuals into a saving relationship with Jesus Christ
_____the church exercises its responsibility for society through the actions of individual Christians
_____the church should preach on social problems, but leave action to individuals
_____the church as an institution has a responsibility to be actively engaged in building a just and humane society

42. What is your theological position? (Please circle a number)

Very Conservative	3	2	1	0	1	2	3	Very Liberal

43. What have been your congregation's mission purposes in its ministry with the community college?

44. If you are not personally involved with a community college, is it because your ministry is not defined that way by your:
_____self _____congregation
_____denomination _____other reason(s):_____

45. Check below the ways in which <u>you personally</u> have been involved:
_____I provided resources to the community college
_____Community college provided resources to me
_____I and the community college have cooperatively provided resources to the community.

46. Check below the ways in which your congregation has been involved:
_____My congregation has provided resources to the community college
_____The community college provided resources to the congregation
_____The congregation and the college have cooperatively provided resources to the community

47. How involved should your church be in community service?

Very Much Involved 3 2 1 0 1 2 3 Not At All Involved

48. Is your congregation involved in community service?

Not Involved 3 2 1 0 1 2 3 Very Involved

49. From whom have you received communication or help regarding your ministry with the community college? Please check any of the following that pertain.

DENOMINATIONAL CHURCH STAFF:
_____National
_____Regional
_____Local
_____None of the above

UMHE or DENOMINATIONAL HIGHER EDUCATION STAFF:
_____National
_____Regional
_____Local
_____None of the above

_____Other:_____

50. Check any of the following with which you have had any contact whatsoever, relative to your work with the community college.
_____Castle College Cartoons (UMHE slide show)
_____UMHE Perspective Papers
_____UMHE book, So There's A Community College in Your Town
_____State or regional resources written to help you engage in this ministry
_____J. Springer's Kit from Pennsylvania model
_____UMHE consultations
_____Non-UMHE consultations
_____UMHE facilitating person
_____Non-UMHE facilitating person
_____Campus minister
_____Other:_____

51. Who of the above (see question 49) made use of or made available to you any kind of UMHE materials?_____

52. United Ministries in Higher Education has helped congregations and community colleges to cooperate to meet human needs.

Strongly Agree 3 2 1 0 1 2 3 Strongly Disagree

_____I don't know

53. Do you know of any other churches in your district involved in ministry with the community college? If you do, would you please list their names and denominations:

54. Do you have any suggestions? (Please use other side of sheet.)

55. PLEASE CHECK IF YOU WOULD LIKE A COPY OF THE SUMMARY REPORT OF THIS STUDY_____

APPENDIX B

umhe Community College Program

UNITED MINISTRIES IN HIGHER EDUCATION
633 WEST LOCUST STREET / DEKALB, IL. 60115
February 1, 1978

The Rev. John Doe
Central Church
Central, Illinois 00000

Dear Mr. Doe:

You are one of the pastors selected nationally to be included in a survey about the Church's involvement with the local Community College. Your personal response is one in a very small sample of 330 churches chosen to represent a national total of 76,920 churches. You can see that you are indeed a critical element. If you don't return the questionnaire, please expect to hear from us by phone because your response is important! Of course, we hope you will respond by mail as this will reduce costs of the survey.

We need your help! We need critical information which only you can supply. Would you please take fifteen minutes today to fill out and return the enclosed questionnaire, for which a return envelope is enclosed. Thank you very much for the time you take out of your busy schedule to assist us in this very important matter.

Sincerely yours,

Michael Bland
Research Coordinator

MB:jp

AMERICAN BAPTIST CHURCHES IN THE U.S.A.
CHURCH OF THE BRETHREN
CHRISTIAN CHURCH (DISCIPLES OF CHRIST)
MORAVIAN CHURCH IN AMERICA
PRESBYTERIAN CHURCH IN THE U.S.
PROTESTANT EPISCOPAL CHURCH IN THE U.S.A.
UNITED CHURCH OF CHRIST
UNITED METHODIST CHURCH
UNITED PRESBYTERIAN CHURCH IN THE U.S.A.

APPENDIX C

umhe Community College Program

UNITED MINISTRIES IN HIGHER EDUCATION
633 WEST LOCUST STREET / DEKALB, IL. 60115
February 15, 1978

The Rev. John Doe
Central Church
Central, Illinois 00000

Dear Mr. Doe:

Two weeks ago we requested your help in supplying important information about your Church's involvement with the local Community College. We know from our own experience with such requests that it is easy to get so busy with the tasks of daily routine that a questionnaire may end up somewhere in a pile of "things to do soon."

This is why we're following up with this note. If by chance you had intended to complete our questionnaire, but put it aside, intending to do it later, could you please take some time out for it right now?

In the event your response and this letter have crossed in the mail please accept our apologies for having bothered you again, and our sincere thanks for your response.

Sincerely yours,

Michael Bland
Research Coordinator

MB:jp

AMERICAN BAPTIST CHURCHES IN THE U.S.A.
CHURCH OF THE BRETHREN
CHRISTIAN CHURCH (DISCIPLES OF CHRIST)
MORAVIAN CHURCH IN AMERICA
PRESBYTERIAN CHURCH IN THE U.S.
PROTESTANT EPISCOPAL CHURCH IN THE U.S.A.
UNITED CHURCH OF CHRIST
UNITED METHODIST CHURCH
UNITED PRESBYTERIAN CHURCH IN THE U.S.A.

APPENDIX D

umhe Community College Program

UNITED MINISTRIES IN HIGHER EDUCATION
633 WEST LOCUST STREET / DEKALB, IL. 60115
March 9, 1978

The Rev. John Doe
Central Church
Central, Illinois 00000

Dear Mr. Doe:

Following our last letter regarding our survey about the church and the community college, it occurred to us that you might have misplaced the questionnaire, so we are enclosing another copy. Could you please take 20 minutes right now to complete and return it?

Your personal response is a very important part of the entire project. We really do need to assure that your kind of church and your kind of congregation are represented in the sample. With a sample of only 300 to represent the national scene, each and every response is critical!

Thank you for your help.

Sincerely,

Michael Bland
Research Coordinator

MB:ci

AMERICAN BAPTIST CHURCHES IN THE U.S.A.
CHURCH OF THE BRETHREN
CHRISTIAN CHURCH (DISCIPLES OF CHRIST)
MORAVIAN CHURCH IN AMERICA
PRESBYTERIAN CHURCH IN THE U.S.
PROTESTANT EPISCOPAL CHURCH IN THE U.S.A.
UNITED CHURCH OF CHRIST
UNITED METHODIST CHURCH
UNITED PRESBYTERIAN CHURCH IN THE U.S.A.

APPENDIX E

UMHE SURVEY

Name_____

FOLLOW-UP QUESTIONNAIRE

1. Who, specifically, provided you with communication or help regarding your ministry with the community college?

   Name_____ and/or

   Position_____

2. What kind of communication was provided to you?

3. How did you use this communication?

4. What other kind of help was provided to you?

5. How did you use this help?

6. (Recall to respondent any items s/he checked for question #50 on original questionnaire. List them here:)

7. How did you use these resources?

8. (If respondent is vague about questions 1-7, try this question):
   In your over-all work with the community college what has been most helpful?

   Most frustrating?

9. Has the regional or national church done anything for you at all with regard to community college ministry? Judicatory staff? National staff? Connexion?

10. If it has done anything has this been helpful? Frustrating?

11. Do you see your work with the community college supporting your ministry and/or the church's mission as opposed to simply another burden in an already heavy schedule?

___Yes (supporting)

___No (not supporting)

___Other:_____

12. What is the national organization, United Ministries in Higher Education?

___could identify accurately
___could identify partially accurately
___could not identify

13. What caused you to answer question 52 (refer to rating of UMHE on original questionnaire) the way you did?

14. If you have contacts with the community college, who initiated them?

___self
___college
___church members who are students
___church members who are faculty/staff
___UMHE
___other churches
___judicatory level of church
___other:_____

15. Looking to the future, do you see your self/church continuing to relate to the community college?

___yes
___no

Comment:

16. Do you perceive needs for this ministry which UMHE should be aware of in its future planning in order to better provide you with assistance? (optional)

APPENDIX F

CHARTS 1-8

CHART #1

Church Awareness Related to
Distance From the College

Count / ROW PCT / COL PCT / TOT PCT	AWARE OF PRESCEN 2.	AWARE OF PROGRAM 3.	AWARE OF IMPACT 4.	INVOLVED WITH AS 5.	ROW TOTAL
1. UP TO 4 MILES	7	10	6	8	31
	22.6	32.3	19.4	25.8	21.7
	10.4	29.4	42.9	28.6	
	4.9	7.0	4.2	5.6	
2. 5 TO 14 MILES	19	6	5	8	38
	50.0	15.8	13.2	21.1	26.6
	28.4	17.6	35.7	28.6	
	13.3	4.2	3.5	5.6	
3. 15 TO 29 MILES	26	7	1	6	40
	65.0	17.5	2.5	15.0	28.0
	38.8	20.6	7.1	21.4	
	18.2	4.9	0.7	4.2	
4. 30 MILES OR MORE	15	11	2	6	34
	44.1	32.4	5.9	17.6	23.8
	22.4	32.4	14.3	21.4	
	10.5	7.7	1.4	4.2	
COLUMN TOTAL	67	34	14	28	143
	46.9	23.8	9.8	19.6	100.0

CHI SQUARE = 17.70413 WITH 9 DEGREES OF FREEDOM SIGNIFICANCA = 0.0388

CHART #2

Church-College Cooperation Related to Church Size

COOPERATION	Count / ROW PCT / COL PCT / TOT PCT	SIZE UP TO 170 (1.)	171 TO 269 (2.)	270 TO 499 (3.)	500 OR MORE (4.)	ROW TOTAL
YES	1.	5	2	3	7	17
		29.4	11.8	17.6	41.2	14.5
		19.2	7.4	9.4	21.9	
		4.3	1.7	2.6	6.0	
NO	2.	21	25	29	25	100
		21.0	25.0	29.0	25.0	85.5
		80.8	92.6	90.6	78.1	
		17.9	21.4	24.8	21.4	
	COLUMN TOTAL	26	27	32	32	117
		22.2	23.1	27.4	27.4	100.0

CHI SQUARE = 3.64047 WITH 3 DEGREES OF FREEDOM SIGNIFICANCE = 0.3030

CHART #2

Church Awareness Related to Church Size

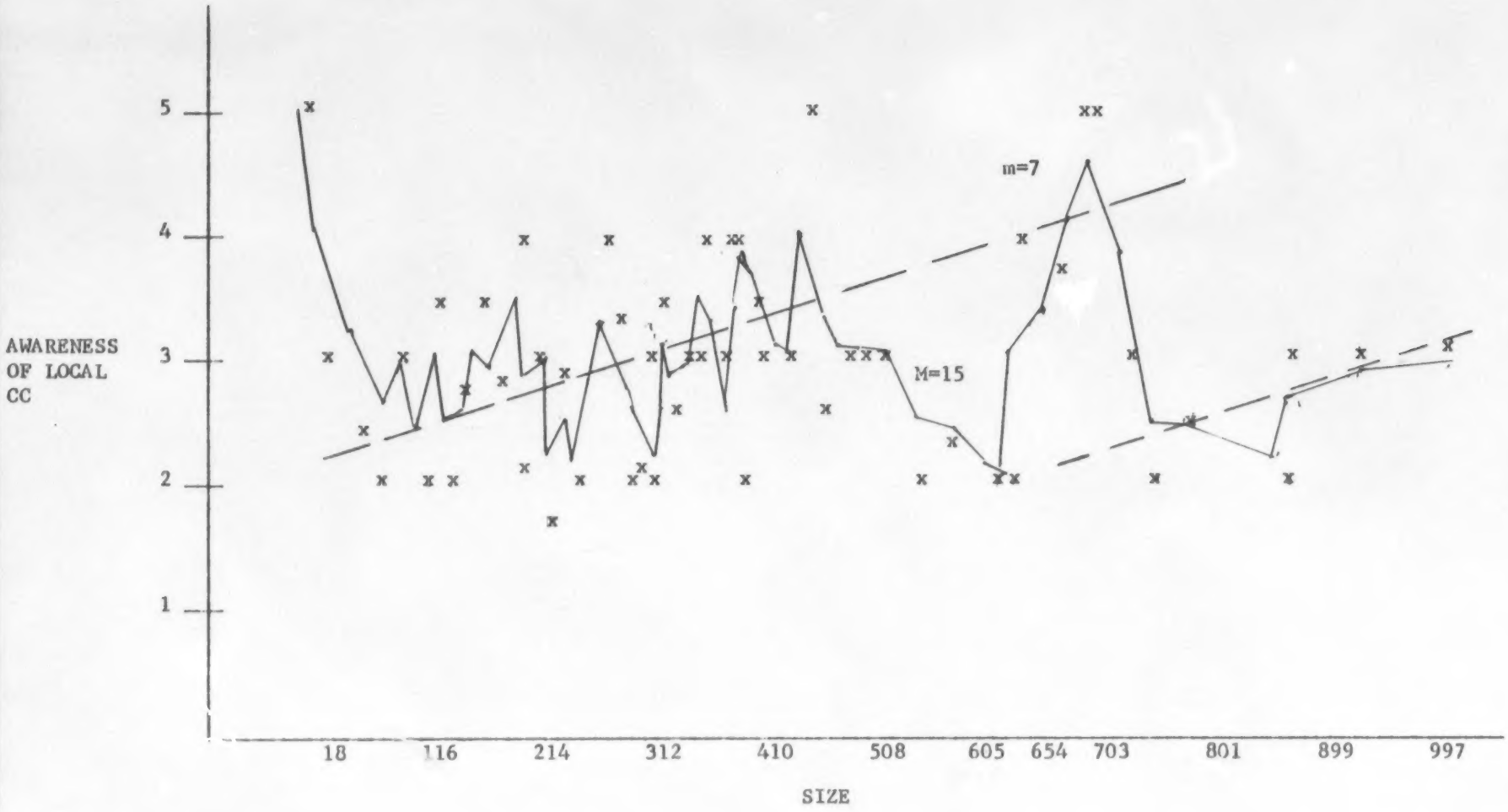


CHART #4

Church Awareness Related to Type of Community

	Count / ROW PCT / COL PCT / TOT PCT	RURAL 1.	SURBAN 2.	URBAN 3.	ROW TOTAL
AWARE OF PRESCEN	2.	25	16	17	58
		43.1	27.6	29.3	44.6
		48.1	47.1	38.6	
		19.2	12.3	13.1	
AWARE OF PROGRA	3.	10	9	12	31
		32.3	29.0	38.7	23.8
		19.2	26.5	27.3	
		7.7	6.9	9.2	
AWARE OF IMPACT	4.	5	1	7	13
		38.5	7.7	53.8	10.0
		9.6	2.9	15.9	
		3.8	0.8	5.4	
INVOLVED WITH AS	5.	12	8	8	28
		42.9	28.6	28.6	21.5
		23.1	23.5	18.2	
		9.2	6.2	6.2	
COLUMN TOTAL		52	34	44	130
		40.0	26.2	33.8	100.0

CHI SQUARE = 4.90513 WITH 6 DEGREES OF FREEDOM SIGNIFICANCE = 0.5560

CHART #5

Church/College Cooperation Related
To Type of Community

	Count / ROW PCT / COL PCT / TOT PCT	RURAL 1.	SUBURBAN 2.	URBAN 3.	ROW TOTAL
YES	1.	6 33.3 12.8 5.1	6 33.3 18.2 5.1	6 33.3 16.2 5.1	18 15.4
NO	2.	41 41.4 37.2 35.0	27 27.3 81.8 23.1	31 31.3 83.8 26.5	99 84.6
	COLUMN TOTAL	47 40.2	33 28.2	37 31.6	117 100.0

CHI SQUARE = 0.46558 WITH 2 DEGREES OF FREEDOM SIGNIFICANCE = 0.7923

CHART #6

Church/College Involvement with Community
Related to Theological Position

DOWN: PREFERRED CHURCH INVOLVEMENT IN COMMUNITY
ACROSS: THEOLOGICAL POSITION

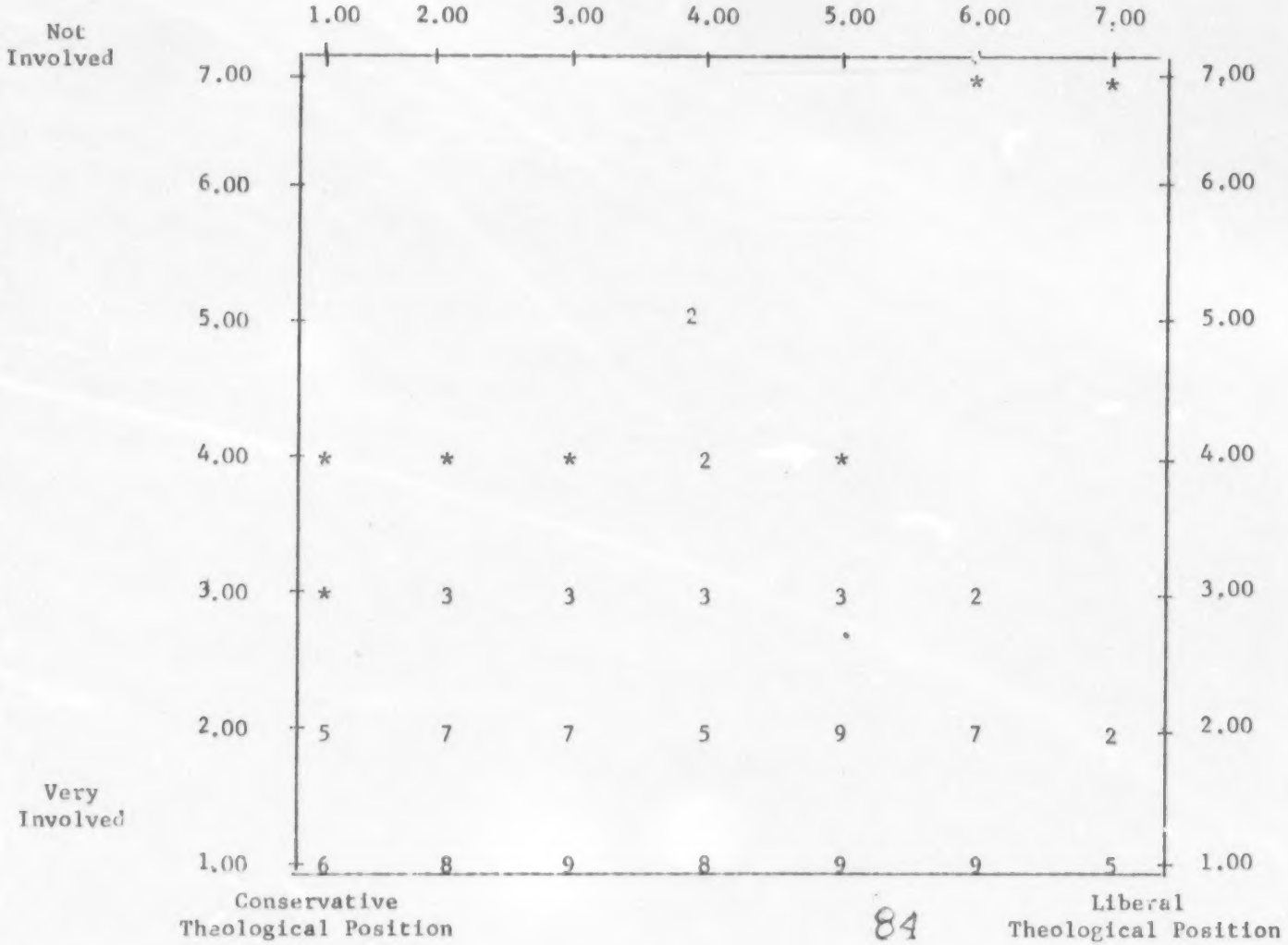

1.00 2.00 3.00 4.00 5.00 6.00 7.00
Not Involved
Very Involved
7.00 6.00 5.00 4.00 3.00 2.00 1.00
6 8 9 8 9 9 5
5 7 7 5 9 7 2
* 3 3 3 3 2
* * * 2 *
2
* *
Conservative Theological Position
Liberal Theological Position

CHART #7

Change in Church-College Relationship Over 5 Years

DOWN: CHURCH-COLLEGE RELATIONSHIP 5 YEARS AGO
ACROSS: CHURCH-COLLEGE RELATIONSHIP NOW

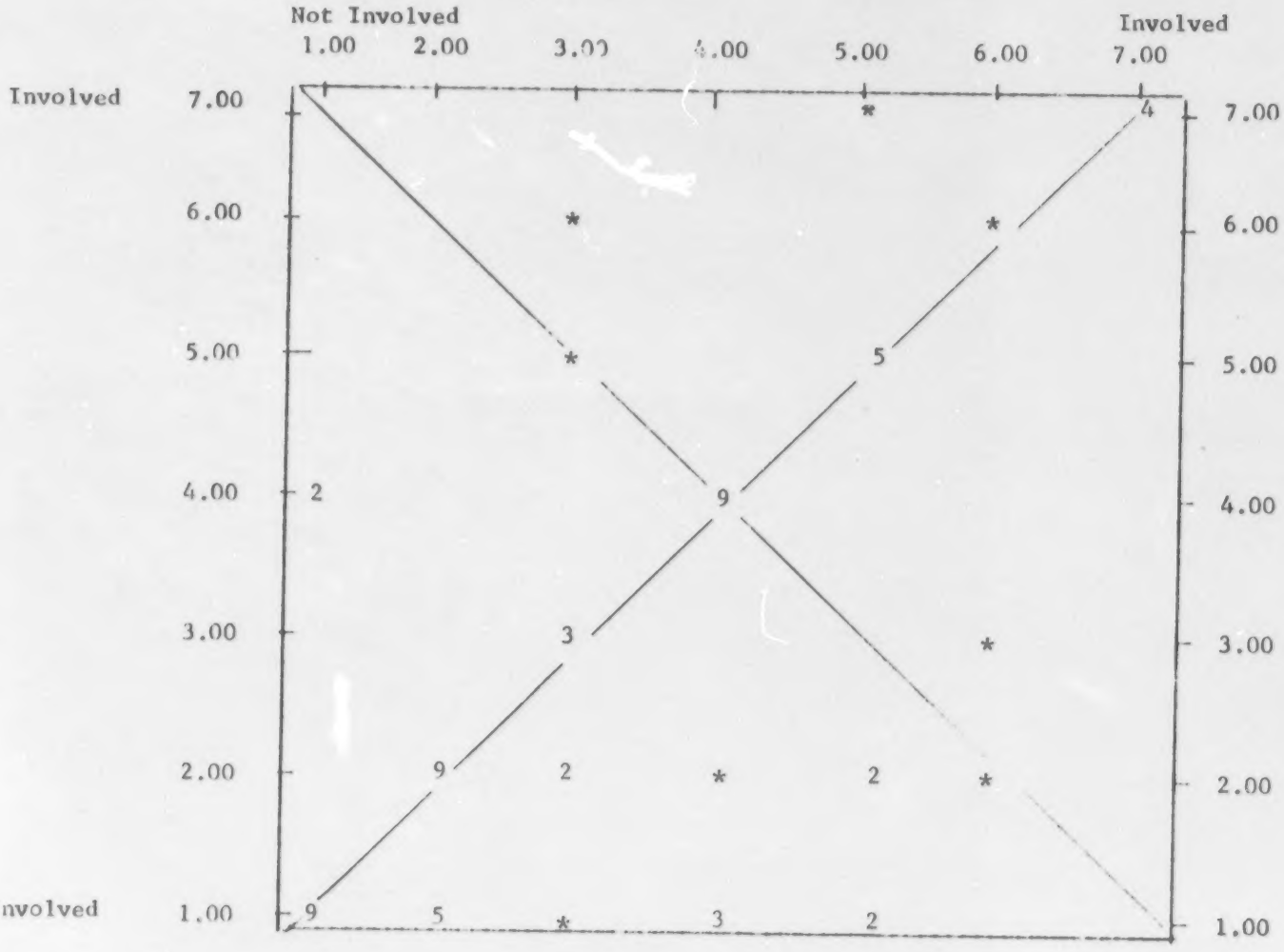


CHART #8 A

College & Pastor as Resource to Community

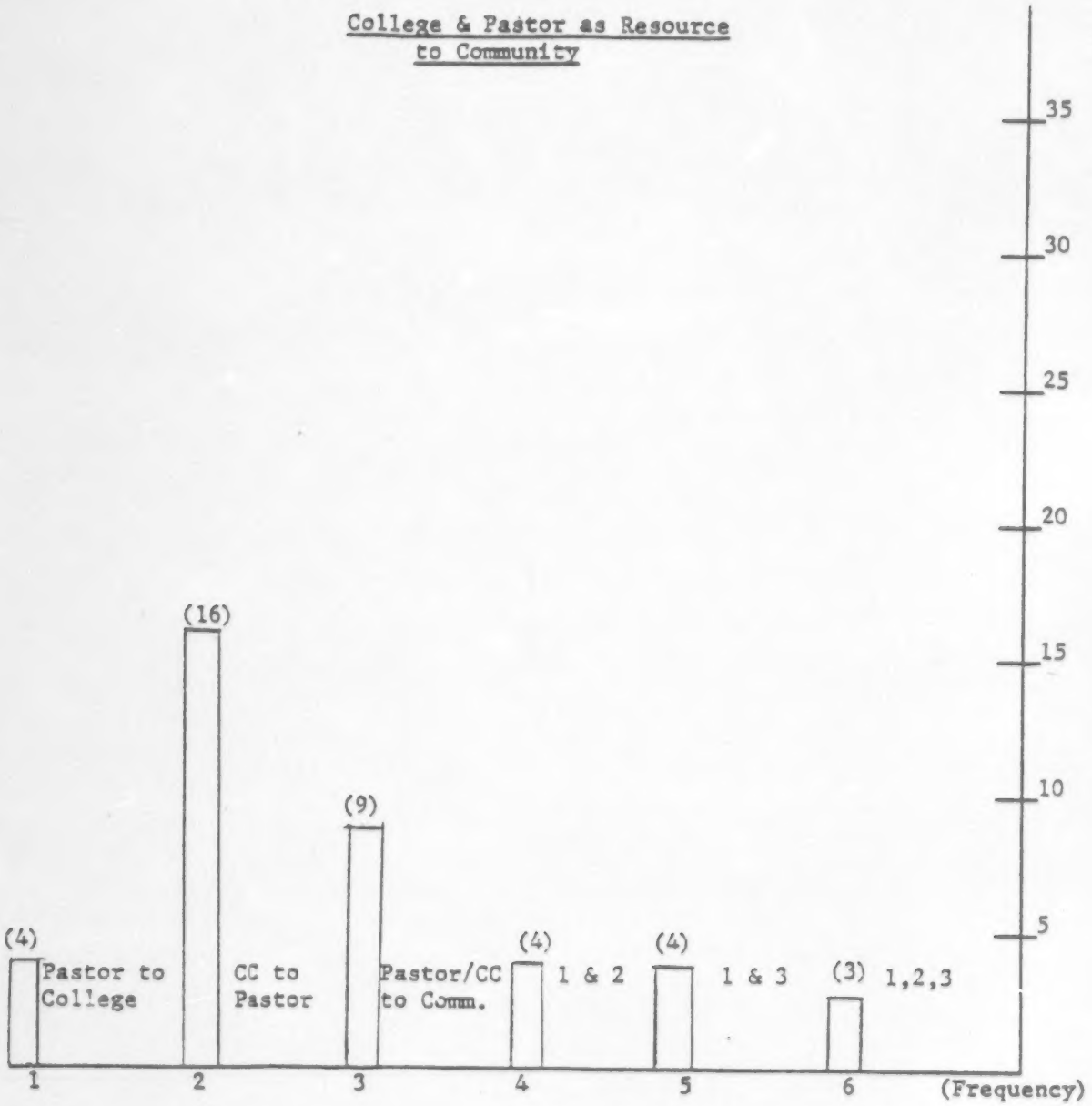
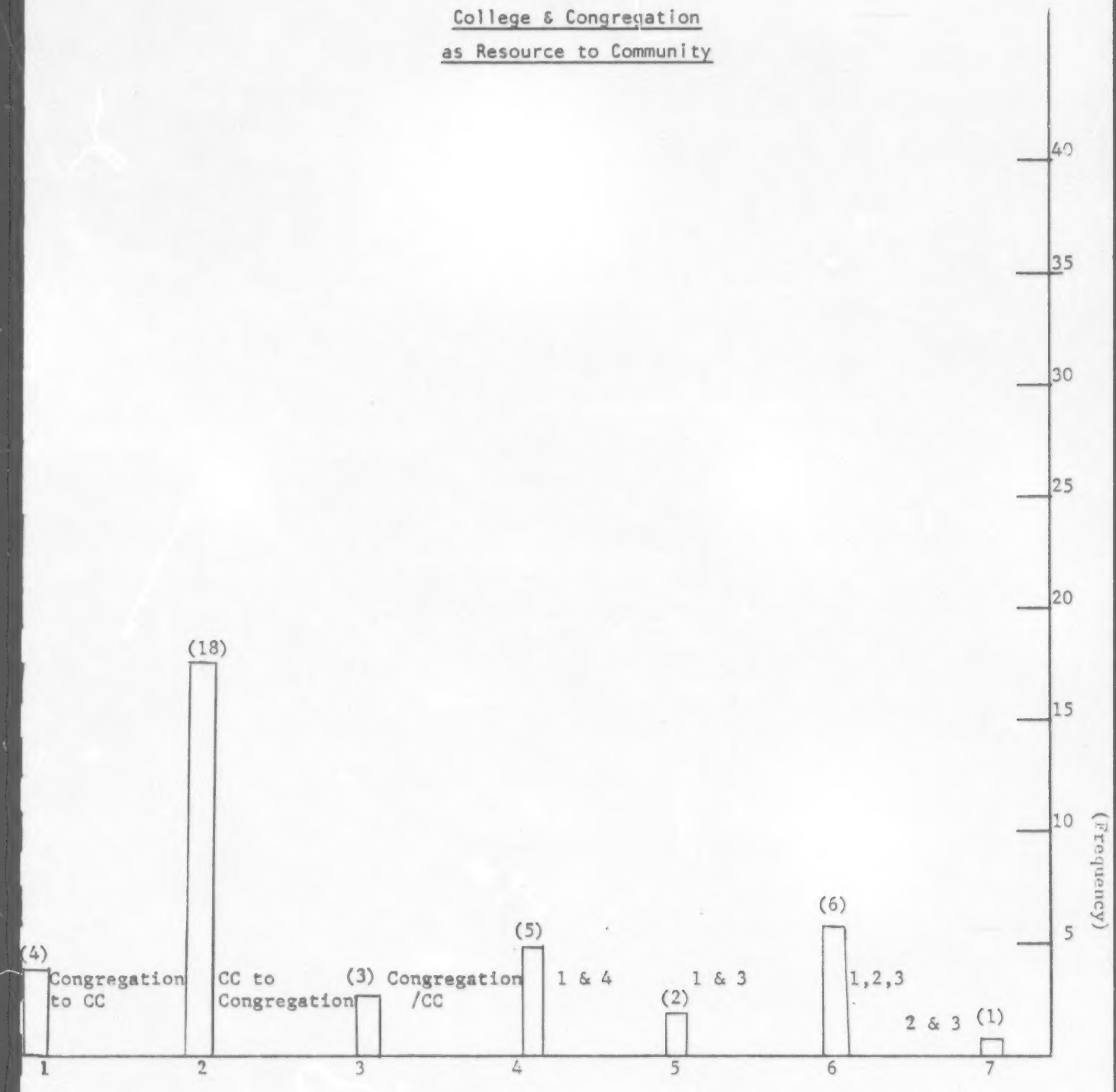


CHART # 8 B

College & Congregation
as Resource to Community



RESEARCH TEAM

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U.M.H.E. is deeply appreciative of the work of this research team. The research survey project is one example of the contributions adjunct staff make to the work of United Ministries in Higher Education.

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Copies of "Intersect Church and Community College" are available at $1.50 per copy from:

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